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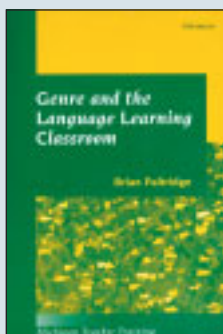
### Teaching Reading in Middle School

*Laura Robb*

This book demonstrates successful techniques for teaching reading comprehension to middle school students (ages 12-15). It is full of practical, easy-to-access teaching ideas drawn from recent research. Topics include organizing a reading workshop, strategic reading in the middle school, and engaging students in literature. The book contains a thorough section about assessment and evaluation of reading and rubrics teachers can use to track readers' progress. The author focuses on the importance of creating a classroom suitable for reading success that is student-driven and results-oriented. Giving considerable attention to working with struggling readers, the author outlines a variety of techniques that teachers can use to facilitate reader involvement during the pre-, during-, and post-reading phases of the reading process. Moreover, the author asserts that student involvement and choice are important in developing successful reading behaviors. This volume contains numerous ready-to-use activities that teachers can adapt to fit an ESL and EFL audience. An extensive bibliography of professional books and references and children's books provides teachers with useful resources. Overall, this title provides a rich, balanced approach to teaching reading.

2001, 154 pages

ISBN: 0-472-08804-1



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### Genre and the Language Learning Classroom

*Brian Paltridge*

The study of genre is particularly important in English for Specific Purposes and first and second language writing, and is being applied more widely to the entire field of English language teaching. Paltridge introduces readers to the concept of genre, demonstrates how genre-based systems can be developed, and suggests ways genre can be applied to language classrooms through everyday activities. One of the more intriguing chapters in the book is on genre-based assessment. Paltridge suggests that this type of assessment has several advantages over traditional forms, including a better awareness by the learners of the "purpose, structure, and grammatical characteristics of genre...in a way that helps [them] deal with the unfamiliar content and vocabulary in the testing material" (p. 104). Genre-based assessment demonstrates how the learner will perform in the target language in a real-world situation, in particular "where a learner's target performance needs can be identified with some degree of certainty" (p. 104). Another topic discussed is the relationship between audience and English language students in both spoken and written communication. "Language clearly is not enough. Students need an understanding of the sociocultural context and setting of a genre, as well as the relationship between themselves and the audience(s) of their texts" (p. 57). This book will be of particular interest to those teachers of writing and ESP; it can also serve as a thorough introduction to the subject for any teacher unfamiliar with the concept of genre and its important role in English language teaching.

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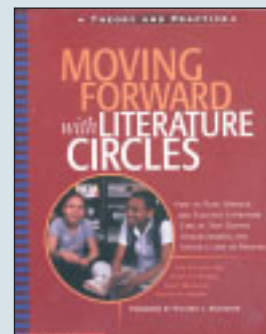
### Moving Forward with Literature Circles

Jeni Pollack et. al.

This book provides a much-needed look at book discussions in a real classroom, focusing on young learners in the elementary school. Attention is given to the importance of fostering a love for reading through discussions and to connecting readers with literature. The author presents research findings to demonstrate how opportunities for classroom discussion enhance students' motivation to read and improve their comprehension. The book is divided into six chapters that outline how to set up literature circles, encourage discussion, and respond to readings both orally and in writing. One chapter is devoted to assessment techniques, including data collection, record keeping, and interpreting assessment results. Numerous appendices and rubrics will assist educators in managing literature circles and including self-assessment in the evaluation process. The authors provide a wealth of strategies to support literacy in the classroom. The book is well-organized, with hands-on activities that can be applied to a variety of learner environments.

2003, 342 pages

ISBN: 0-07-121697-9



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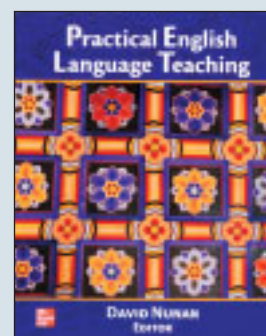
### Practical English Language Teaching

David Nunan, editor

This new entry into the field of general EFL methodology books is notable for its appeal to seasoned and new teachers alike. A collection of fifteen chapters by leading experts from around the world, the book is organized into three parts: exploring skills, exploring language, and supporting the learning process. The first part introduces the topic of methodology and examines the four traditional language skills of listening, speaking, reading, and writing. In part two, pronunciation, vocabulary, grammar, and discourse are explored. The last part looks at ways to support the learning process through content-based instruction, course book exploitation, computer-assisted language learning, learning styles and strategies, learner autonomy, and classroom-based assessment. Each chapter emphasizes practical techniques and provides sufficient background information to enable less experienced teachers to develop their own materials successfully. Another useful feature of the book is the list of references, further readings, and websites for each topic. To take one example, in chapter 8 Nunan defines grammar and provides a brief historical context for grammar and grammar teaching within the field of ESL/EFL. He then highlights three principles: "1. Integrate both inductive and deductive methods into your teaching. 2. Use tasks that make clear the relationship between grammatical form and communicative function. 3. Focus on the development of procedural rather than declarative knowledge" (p. 54-55). In the classroom tasks section of the chapter, consciousness-raising activities and grammar dictations are discussed. After reading this chapter, any teacher should have enough information to design and teach a good grammar lesson. This book deserves a place on the bookshelf of English teachers, teacher trainers, and university libraries.

2003, 342 pages

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